



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

Deborah A. Gist  
Commissioner

March 22, 2012

Andrea Suarez Falken  
Director  
U.S. Department of Education Green Ribbon Schools  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Ms. Falken:

The Rhode Island Department of Education (RIDE) is pleased to announce that it is nominating Classical High School for a Green Ribbon Schools award. RIDE believes this school has a minimal impact on the environment, a positive impact on the health of students and staff, and allows students to increase their environmental awareness.

Our application and scoring rubric are modeled after the U.S. Department of Education's application and rubric. Our online application received 300 views in the six weeks it was open to the public. Applications were scored by a panel of nine members representing RIDE, the Rhode Island Department of Health, U.S. Environmental Protection Agency, Rhode Island Emergency Management Agency, and the Rhode Island Environmental Education Association.

All three nominated schools are from Rhode Island's largest school district, the Providence Public School Department. The three schools are Nathan Bishop Middle School, Providence Career and Technical Academy, and Classical High School. All nominees are classified as disadvantaged, as at least 60% of their students receive free or reduced lunch.

Rhode Island has been at the forefront of the green-school movement, as school construction projects in Rhode Island are required to comply with the Northeast Collaborative for High Performance Schools Protocol (NECHPS). This ensures that approved projects provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide an enhanced school facility.

RIDE looks forward to continue participating in the Green Ribbon Schools program and foster widespread and integrated green practices from our local school districts. Please feel free to contact me at 401-222-4294 or at [Joseph.daSilva@ride.ri.gov](mailto:Joseph.daSilva@ride.ri.gov) if you have any questions or concerns.

Sincerely,



Joseph da Silva NCARB, REFP, LEED AP  
School Construction Coordinator  
Contact for the Rhode Island Green Ribbon Schools Award

Telephone (401)222-4600 Fax (401)222-6178 TTY (800)745-5555 Voice (800)745-6575 Website: [www.ride.ri.gov](http://www.ride.ri.gov)

The Board of Regents does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin, or disability.

## **PART I - ELIGIBILITY CERTIFICATION**

### **School and District's Certifications**

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education  
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply)  Charter  Title I  Magnet  Choice

Name of Principal Mr. Scott Barr  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Classical High School  
(As it should appear in the official records)

School Mailing Address 770 Westminster Street Providence RI  
(If address is P.O. Box, also include street address.)

City Providence State RI Zip 02903

County Providence State School Code Number\* \_\_\_\_\_

Telephone (401) 456 9147 Fax ( ) \_\_\_\_\_

Web site/URL www.ppsd.org E-mail scott.barr@ppsd.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Scott Barr Date 3/9/12  
(Principal's Signature)

Name of Superintendent\* Dr. Susan Lusi  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Providence Public Sc. Dist. Tel. (401) 278-2813

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Susan L. Lusi Date 3-21-12  
(Superintendent's Signature)

\*Private Schools: If the information requested is not applicable, write N/A in the space.

**Classical High School, 770 Westminster St, Providence, RI**

Mission One at Classical is to prepare students for college. This is evident in the new science room facilities and the corresponding science curriculums and the high level of participation in AP Science. Students are introduced to sustainability topics starting in 9<sup>th</sup> grade and this theme is interwoven into the curriculum culminating with the AP Environmental Science Offering. The new science rooms include a demonstration solar hot water system, state of the art building controls and energy recovery units as part of the HVAC system. The students can use the "school as a tool" to learn about energy conservation and sustainable design.

The curriculum also encourages the students to consider community service as a way to grow and learn in the environment around them. There is a formal junior-year project which revolves around community service. Also, to expand their horizons, the science teachers do off-campus instruction to URI, Block Island and the Grasslands. They create virtual labs outdoors and perform various scientific measurements and develop hypotheses around real-world situations. The outdoor learning focuses on tidal studies, ocean studies and environmental conservation.

Last year at Classical, students completed 521 AP exams and 70 of 240 graduating seniors too AP Environmental Science. We have a highly motivated student body who welcome these programs which will launch them into choices for college and career. For example, one student group is working to develop a fish hatcherie on campus.

I believe that the advanced science curriculum here as well as the focus on achievement, in combination with the new "green" science wing, make Classical a prime candidate for Green-Ribbon School status.

## **PART II – SUMMARY OF ACHIEVEMENTS**

### **Instructions to School Principal**

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

## **PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE**

### **Instructions to Nominating Authority**

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

### **Nominating Authority's Certifications**

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:  
1) environmental impact and energy efficiency; 2) healthy school environments; and  
3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

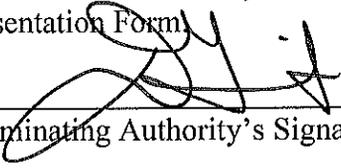
toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Rhode Island Department of Education

Name of Nominating Authority Deborah A. Gist, Commissioner  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

 \_\_\_\_\_ Date \_\_\_\_\_  
(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

### Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

# Green Ribbon Schools Rhode Island Application

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Welcome!

As educators, our mission is to ensure that all of our students are prepared for success in college and in challenging careers. To meet this goal, we need to be sure that our schools are safe and supportive places for teaching and learning that use our natural resources wisely. We're proud that Rhode Island has been at the forefront of the "green-school movement," with our 2007 school-construction regulations, which set high standards for energy efficiency and resource-friendly construction. We have implemented these regulations successfully thanks to our many partnerships with educators in our public schools and in higher education, the building and construction industries, food-service industries, nonprofit environmental agencies, and federal agencies such as the U.S. Department of Education and the Environmental Protection Agency. We look forward to an ever-greener future for Rhode Island public education!

Deborah A. Gist, R.I. Commissioner of Elementary and Secondary Education

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Page One

Thank you for your interest in completing the Rhode Island Green Ribbon Schools application. In order to complete this application, you will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. The application guide is provided to help you prepare your application. We strongly encourage you to use it to begin your research.

**Introduction:** The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible.

This is a two-step process. The first step is to complete and submit this form to be selected as a state nominee. If the school is subsequently selected, the second step of the process is to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education (ED). Each state may submit up to four nominees to ED. Upon review, ED will then award up to 100 Green Ribbons from these nominees.

**Background:** Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-Green Ribbon Schools Pillars:

**Pillar I:** Environmental Impact and Energy Efficiency

**Pillar II:** Healthy School Environments

**Pillar III:** Environmental and Sustainability Education

Four items are important to keep in mind as you consider applying to become a nominee:

- 1. These Pillars contain ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars.**
- 2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.**
- 3. It is important to demonstrate concrete achievement, using quantified measures, whenever possible.**
- 4. If your school is being actively considered, additional documents supporting your answers may be requested.**

As you'll see in the application form below, the Rhode Island Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions that will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

**You must submit your application no later than February 17, 2012.**

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Page Two

**By submitting this electronic application, the school principal (or equivalent) below certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.**

- The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)**
- The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: 1) environmental and sustainability education; 2) healthy school environments; and 3) environmental impact and energy efficiency.**
- The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.**
- The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations, nor has resolved such a case within the past year.**
- The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.**
- The school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards.**
- The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.**
- Neither the applicant nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.**
- OCR has not issued a violation letter of findings to the public school district concluding that applicant or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective plan to remedy the violation.**

- The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
- The school and the district meet applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.

**Timeline:**

December 23: Competition is announced to Schools and Districts. Application forms available.  
 February 17: Application Deadline  
 February 20: Application Review Panel announces nominees  
 February 27: Nominees submit ED Nomination Presentation Form (forms will be provided to Nominees)  
 March 15: Secure sign-off from State environmental, safety and/or health agencies (forms will be provided to Nominees)  
 March 20: RIDE submits Nominees to U.S. Department of Education

**If you have any questions during the application process, please contact Joseph da Silva at 401-222-4294 or at [Joseph.daSilva@ride.ri.gov](mailto:Joseph.daSilva@ride.ri.gov).**

Page Three

**School Contact Information**

School Name: Classical High School  
 Street Address: 770 Westminster Street  
 City: Providence  
 State: RI  
 Zip: 02903  
 School Website: www.ppsd.org  
 Principal First Name: Scott  
 Principal Last Name: Barr  
 Principal Email Address: scott.barr@ppsd.org  
 Principal Phone Number: 401-456-9145  
 Lead Applicant First Name (if different from principal): David  
 Lead Applicant Last Name (if different from principal): Gaudet  
 Lead Applicant Email: gaudet-david@aramark.com  
 Lead Applicant Phone Number: 401-419-8894

**Level**

- Elementary (PK - 5 or 6)
- K - 8
- Middle (6 - 8 or 9)
- High (9 or 10 - 12)

**School Type**

- Public
- Private/Independent
- Charter

**How would you describe your school?**

- Urban
- Suburban
- Rural

**Does your school have at least 40 percent of your students from a disadvantaged background?**

- Yes
- No

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**Page Four**

**Application Outline:**

<b><u>Green Ribbon Pillars and Elements</u></b>	<b><u>Points</u></b>
<b>Cross-Cutting Questions:</b> Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts	5 points
<b><u>PILLAR ONE: Net zero environmental impact: 30%</u></b>	
<b>Element 1A: Zero greenhouse gas (GHG) emissions</b>  Energy  Buildings	15 points
<b>Element 1B: Improved water quality, efficiency, and conservation</b>  Water  Grounds	5 points
<b>Element 1C: Reduced waste production</b>  Waste	5 points

Hazardous waste	
<b>Element 1D: Use of alternative transportation to, during, and from school</b>	5 points
<b><u>PILLAR TWO: Positive impact on student and staff health: 30%</u></b>	
<b>Element 2A: An integrated school environmental health program</b>	15 points
Integrated Pest Management	
Contaminant controls and Ventilation	
Asthma control	
Indoor air quality	
Moisture control	
Chemical management	
<b>Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time</b>	15 points
Fitness and outdoor time	
Food and Nutrition	
Ultra Violet (UV) safety	
<b><u>PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate: 35%</u></b>	
<b>Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems</b>	20 points
<b>Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills</b>	5 points
<b>Element 3C: Development and application of civic engagement knowledge and skills</b>	10 points
<b>TOTAL</b>	<b>100 points</b>

Page Five

**Q CC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?**

Yes

No

**Which program(s) are you participating in and what level(s) have you achieved?**

**CHPs Verified Design Criteria, EPA EnergyStar Portfolio Manager energy data tracking, Schools for Tools**

**Q CC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?**

Yes

No

Please list the awards you have received and the years you received them.

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Page Six

**Pillar 1: Environmental Impact and Energy Efficiency**

**Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints).**

**Pillar 1 includes four main elements:**

- A) **Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.**
- B) **Improved water quality, efficiency, and conservation.**

**C) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.**

**D) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.**

**Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.**

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Page Seven

**Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?**

Yes

No

**Please provide the following information:**

Initial GHS emissions rate (MT eCO<sub>2</sub>/person): \_\_\_**EnergyStar Portfolio Manager Data Entry and Calculation In Progress**\_\_\_

Final GHG emissions rate (MT eCO<sub>2</sub>/person): \_\_\_\_\_

Percentage reduction: \_\_\_\_\_

Time period measured (**01/2009 - 12/2011**): \_\_\_\_\_

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)?: \_\_\_**EPA EnergyStar**\_\_\_

**Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?**

Yes

No

**If your school received the certification, please note the year it was achieved and the score received:**

**We are not certified currently, although combined with Central HS, because we share utilities, we have all 09 – 11 data except for gas entered. There is an out of service gas meter under repair and the data will be reconciled within 3 months.**

**Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?**

Yes

No

**Please provide the following information:**

Percentage reduction: 21%

Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.): kBTU/square foot per year

Time period measured (**01/2009 - 12/2011**): \_\_\_\_\_

How did you document this reduction (ie. ENERGY STAR portfolio, district report)?: ENERGY STAR portfolio

**Q 1A4: What percentage of your school's energy is obtained from:**

On-site renewable energy generation: 5%

Purchased renewable energy: Need Mix Info from NGRID for Region

**In what year was your school constructed?**

1984, renovated 2009

**What is the total building area of your school?**

218,000 s.f.

**Q 1A5: Has your school constructed a new building or renovated an existing building in the past five years?**

Yes

No

**Did the project meet one of the following green building rating systems? (check all that apply)**

Collaborative for High Performance Schools (CHPS) Criteria

Green Globes

Leadership in Energy and Environmental Design (LEED)

Other Standard

**Please provide the following information:**

What is the total constructed area?: 50,000 s.f.

What is the total renovated area?: 50,000 s.f.

What percentage of the total building area does this construction/renovation represent?:  
24%

Which certification (if any) did the school receive and at what level (e.g. CHPS Verified, CHPS Verified Leader, CHPS Designed, LEED Certified, Silver, Gold, Platinum)?: \_\_\_\_\_

**Q 1A6: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?**

Yes

No

**Please provide the following information:**

What percentage of the existing building area has achieved green build standards (LEED, CHPS, Green Globes, or other standards)?: \_\_\_\_\_

What is the total building area (in sq. ft.)?: 218,000 s.f.

Which certificate did the school receive and at what level?: \_\_\_\_\_

**Q 1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?**

Yes

No

**Please provide the following information:**

List offsets used: \_\_\_\_\_

Current total GHG emissions (MtCO<sub>2</sub>e): \_\_\_\_\_

Baseline total GHG emissions (MtCO<sub>2</sub>e): \_\_\_\_\_

Change from baseline: \_\_\_\_\_

Time period measured (mm/yyyy - mm/yyyy): \_\_\_\_\_

**Q 1A8: Has the school conducted CHPS Operations Report Card (ORC), achieved LEED Existing Buildings: Operations and Maintenance certification, or other standards?**

Yes

No

Which certification (if any) did the school receive and at what level (e.g. Certified Silver, Gold, or Platinum)?

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**Q 1A9: Please indicate which green building practices your school is using to ensure your building is energy efficient.**

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.

School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.

School has an energy and water efficient product purchasing and procurement policy in place

Other (please describe)

### **CHPs Design Standards**

**The city energy managers roll up all the utility data, usage and cost by energy type, into EPA EnergyStar Portfolio Manager. Combined with electrical energy mix data from National Grid, and knowing what sustainable forms are used on-site, greenhouse gas emissions are tracked. At Classical, the 2009 Science Rooms Project renovated a wing of the existing school up to CHPs design standards using Energy Recovery HVAC Units, (with "Heat" Wheels), State of the Art DDC Controls with graphical user interface, and solar hot water heating.**

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Page Eight

**Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?**

Yes

No

**Please provide the following information:**

Percentage reduction domestic: 21%

Percentage reduction irrigation: \_\_\_\_\_

Time period measured (01/2009 – 12/2011): \_\_\_\_\_

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)?:

EnergyStar

**Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)**

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

Our school has a smart irrigation system that adjusts watering time based on weather conditions.

Our school's landscaping is water-efficient and/or regionally appropriate.

Our school uses alternative water sources (ie. grey water) for irrigation before potable water.

Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

**Please provide the following information about your school's landscaping**

What percentage of your total landscaping is considered water-efficient or regionally appropriate?

25%

What types of plants are used and where are they located?: Perennial Deciduous shrubs and bushes near entrances and walkways

**Please describe the alternate water sources used for irrigation. (Maximum 100 words)**

**Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)**

**The city performs annual lead testing on potable drinking water at the school.**

**Q 1B3: Our school's drinking water comes from:**

- Municipal water source
- Well on school property
- Other: \_\_\_\_\_

**Is your school properly licensed and in compliance with all state and local PWS requirements?**

- Yes
- No

**Please describe how the water source is protected from potential contaminants. (Maximum 100 words)** **We have reduced pressure valves or Backflow Preventers on all city water services coming into a building so that we don't contaminate the city water source. So that we do not contaminate the potable water in the school we have check valves and backflow prevention on all major systems. We perform annual inspection and certification of these devices. We perform annual lead testing and certification of drinking fountains.**

**Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)**

**The city performs annual lead testing on potable drinking water at the school. Both city services, fire and city water, are protected with backflow prevention devices, which are inspected and certified annually, in addition to devices on individual pieces of equipment like chillers and cooling towers and boilers. The new construction includes "water-less" urinals in the boy's room. The water used for heating and cooling is tested weekly and chemical treatment is provided to balance pH levels and control germs and comply with Narragansett Water Shed requirements. The controls for the dual temperature system operate the pumps, chiller and boilers in a coordinated fashion to optimize efficiency and eliminate waste.**

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Page Nine

**Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?**

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected).: \_\_\_\_\_

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): \_\_\_\_\_

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): \_\_\_\_\_

Recycling Rate =  $(B + C) \div (A + B + C) \times 100$ : \_\_\_\_\_

**Q 1C2: What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)**

\_\_\_\_\_

**Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)**

\_\_\_\_\_

**Q 1C4: Please provide the following information about your school's hazardous waste**

How much hazardous waste does your school produce (lbs/person/year)?: \_\_\_\_\_

How is the amount generated calculated?: \_\_\_\_\_

List the types of hazardous waste generated: \_\_\_\_\_

How is hazardous waste monitored?: \_\_\_\_\_

**Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)**

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products

Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

**Which green cleaning standard is used?**

**Q 1C6: Does your school use "third party certified" green cleaning products?**

Yes

No

**Please provide the following information about the green cleaning products used in your school:**

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products?:

99%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use?: Green Seal

**Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)**

**Q 1D1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?**

75%

**How was this data collected and calculated? (Maximum 100 words)**

**Q 1D2: Which of the following policies or programs has your school implemented:**

Our school has designated carpool parking stalls.

Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.

Our school participates in a "Safe Routes to School" program

**Have you submitted a Safe Routes to School grant application?**

Yes

No

**Q 1D3: Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):**

**In the urban environment of the school and its surroundings, there is Rhode Island Public Transit Authority, RIPTA) Bus Routes. The city, in partnership with RIPTA, provides free bus passes to High School Students at Classical, which most of the students receive and use. RIPTA has several hybrid technology clean vehicles in its fleet, one of which is used regularly on the route servicing Classical.**

**Q 1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails etc.)?**

**There is a 500 s.f. greenhouse on the roof which science students use to learn about plant growth and scientific processes. There are walking areas throughout the college style campus. There is an artificial turf athletic field for various varsity and junior varsity sports.**

**Q 1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)**

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**Pillar 2: Healthy School Environments**

**Healthy student and staff environment goal: The school improves the health and performance of students and staff.**

**Pillar 2 includes two main Elements:**

**A) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.**

**B) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.**

**Each question in this section is designed to measure your school's progress toward Pillar 2.**

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**Q 2A1: The School Health Report is a table of required personnel, plans/policies/procedures, conditions, curriculum topics, staff training, services and tests/inspections. To be effective, there must be general awareness of these requirements and the plans/policies/procedures must be readily available.**

**Does your school have an up-to-date School Health Report?**

Yes

No

**How many of these required plans/reports are available to the general public?**

**All policies, procedures, plans, curriculum and other public information is available on PPSD Web-site.**

**How many of the required plans/reports are available via the web?**

**All**

**How many of the required plans/reports have been made available to the Wellness Subcommittee Chair?**

**None**

**Q 2A2: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)**

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.

Pest control policies, methods of application, and posting requirements are provided to parents and school employees.

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

**Is the date of the last update recorded in the School Health Report accurate?**

Yes

No

**Q 2A3: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)**

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Our school's indoor relative humidity is maintained below 60%.

Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).

Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.

Our school prohibits smoking on campus and in public school buses.

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances)

All of the ground contact classrooms at our school have been tested for radon within the last 24 months.

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?

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**Q 2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)**

Our school participates in the USDA's Healthier School Challenge or another nutrition program.

Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.

Our school has an onsite food garden.

Our school garden supplies food for our cafeteria.

Our students spent an average of at least 120 minutes per week over the past year in school supervised physical education.

At least 50% of our students' annual physical education takes place outdoors.

At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

**Please list your school's USDA Healthier School Challenge award level or describe other nutrition program. (Maximum 100 words)**

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**Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)**

**Q 2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?**

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**20%**

**Q 2B3: Does your school comply with requirements for food inspection of food service facilities?**

Yes

No

**Are RI Food Establishment Inspection Reports/Tools for Schools Food Service Checklists used to document compliance and made available to parents?**

Yes

No

**Q 2B4: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)**

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**Pillar 3: Environmental and Sustainability Education**

**Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.**

**Pillar 3 includes three main Elements:**

- 1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.**
- 2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.**
- 3) Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.**

Each question in this section is designed to measure your school's progress toward Pillar 3.

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**Q 3A1: Which practices does your school employ to help ensure the environmental and sustainability literacy of your graduates? (Please check all that apply)**

- Our school has an environmental or sustainability literacy graduation requirement
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into classroom based and school-wide assessments.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.

**Professional Development Classes are held in the new Science Space.**

**Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)**

**The science program at Classical is an intensive college preparatory curriculum which integrates sustainability concepts with traditional subject matter. The program includes grades 9-12 science classes. We have a Demonstration System for Solar Hot Water, which actually serves the science wing. We also use the "School as a Tool", and by using the functional Energy Recovery Air Handling Units as a sustainable concept demonstration. Of 240 graduating seniors last year, 170 completed the AP Environmental Sciences Class.**

**Please describe your classroom based or school-wide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)**

**The assessment revealed the need for 3 more science labs and also resulted in an increase in physics enrollment.**

**Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)**

**100% of teachers in the past two-years have participated in professional development. 11 of 70, or 16% of the teachers participated in PD subjects including Safety, Environmental Science, Chemical Safety, Hazardous Chemical Emergency Response, and Alternative Energy.**

**Q 3A2: If your school serves grades 9-12, please provide the following information:**

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: 170/240 or 71%

Percentage of these students who scored a 3 or higher on the AP Environmental Science exam: 25%

**Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?**

Yes

No

**Please describe. (Maximum 200 words)**

**Currently, the students use the Demonstration project to learn about alternative energy sources. They measure BTUs by using temperature differences and heat transfer principles. They calculate BTUs save by the Energy Wheels using measurement and calculation. The students learn about scientific instrumentation and how it quantifies things around them, for example using velometers to measure wind speed.**

**Q 3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options**

**in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?**

Yes

No

**Please describe these college and career connections. (Maximum 200 words)**

**The whole mission of Classical H.S. is to prepare students for college level curriculums. We have a "College Readiness Night" for students and parents to identify areas that need to improve. We administer the Harrington-O'Shea test to juniors to identify career choices, some of which are in the environmental conservation field. All Juniors must complete a research project with written Thesis and presentation.**

**Q 3C1: Do students conduct an age-appropriate, self-selected, and civic/community engagement project at every grade level?**

Yes

Not at all grade levels

Not at all

**If not in all grades, please specify which grades.**

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**What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?**

100%

**Please provide the following information:**

What percentage of these projects focus on environmental or sustainability topics?:

45%

What percentage of students completed such a project last year?: 25%

**Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?**

Yes

Not at all grade levels

Not at all

**If not in all grades, please specify which grades.**

\_\_\_\_\_

**Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)**

**The Science Teachers hold class outside in the Fall and Spring and the focus is on ecology. They also have an oceanography segment in which they study tides, ocean studies, and environmental conservation.**

**Q 3C4: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)**

**Pillar 1: The school has partnerships with the City Energy Managers who perform the Energy Star Portfolio Manager Data Entry and Analyses, RIDE who helped with technical support on funding for the science room renovations, National Grid provided financial incentives to build sustainability and energy efficiency into the project, Gilbane Building**

**Company, Studio Jaed and all of the contractors who installed energy recovery equipment and controls and solar panels, ARAMARK provides High Performance Maintenance with a web-based Computerized Maintenance Management System, (CMMS), provided by Gilbane.**

**Pillar2: The partnership around Pillar 2 includes ARAMARK who provided Industrial Hygiene and Facilities Maintenance Services in partnership with PPSD Plant Maintenance Department, SODEXO is a very strategic partner in several ways providing nutritional programs through their food service delivery programs. SODEXO performs Farm to School program which brings fresh vegetables and fruits to Classical from local growers. SODEXO also complies with RIDE criteria for fruits, vegetables and whole grains. SODEXO works with Kids First to roll out education programs for the students. SODEXO provides its own supplemental Health Inspections and submits results voluntarily.**

**Pillar 3 Partnerships:**

**ARAMARK, GILBANE and STUDIO JAED provide support around demonstrations of energy efficient equipment, controls and sustainable systems. They provide Green Building Tours of the CHPs design features.**

**Q 3C5: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)**

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**Page Fifteen**

**This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.**

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**Page Sixteen**

**Thank you for submitting an application to Rhode Island Green Ribbon Schools.**

**An email with a copy of your application has been sent to your school's principal.**

**Your application will be reviewed along with all completed applications following the application deadline of February 17, 2012.**

**If you have any questions, please contact Rhode Island's Green Ribbon Schools program coordinator, [Joseph da Silva](#).**

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**Thank You!**

**Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.**